

Music Development Plan

Context

What is the name of your school?

The Royal Sutton School

Name of person completing the audit

S. Evans

What is the total FTE (full-time equivalent) of music teachers in your school?

1x FT
1xPT 3 Days

In your school, what generic training have music teachers received (e.g. NPQs, training from the trust, school-level training, etc.)

Head of Dept currently undertaking NPQSL
Attendance at ATLP Music Quality Circle

What subject-specific training have music teachers received?

ATLP Music Quality Circle
Choir Maker Event 2023 KS3 year 7

How many contact hours per week do pupils receive for music in KS3

KS3 1 hour per week (not always with specialist teacher)
KS4 5 hours per fortnight (always specialist teachers)

What qualifications do you do in Music at KS4 and KS5 (if applicable)

OCR GCSE Music

What numbers of students do you have completing these qualifications?

Year group	Number of students	DA	SEND
Year 10	14	7 PP	1
Year 11			

What is the criteria for students to opt into your subject at KS4 / KS5?

Free choice. We encourage any interested students to attend a musical based extracurricular activity and we also encourage that they start to take lessons with our peripatetic staff as soon as they show an interest if they do not already play an instrument or sing.

Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

Is your music curriculum published on the school website? (include link)

[KS3 Curriculum – The Royal Sutton School \(atlp.org.uk\)](https://atlp.org.uk)

How is your curriculum structured and sequenced?

Vision: We teach music with the **aim of making students more musical**. We aim to engage all students in the **joy of making music**, taking **creative risks**, and **embracing mistakes** as part of the learning process.

Why: Music **can** be justified by the many benefits it brings to general learning (concentration, memory, listening, resilience) but **should not** be studied for the service of other subjects, but for the **education of music itself**. As stated in the National Curriculum, *the only real certainty is that learning music is good for becoming more musical* – **and at The Royal Sutton School, that underpins our music curriculum**.

Seen in Lessons: We aim to deliver engaging **practical** lessons, rooted in **3x pillars of music**. We employ **signature strategies** (Entry routine, pastors perch, 100% compliance, narrating the positives) to embed routines to reduce **cognitive overload**. Learning in each lesson is underpinned by the **key Notes** which reinforce the **powerful knowledge** from our **know and show charts** within each lesson, **cold calling** to check understanding, and encouraging students to better access their long-term memory. Regular retrieval practice is seen in our DNA activities (comprehension, missing word, turn and talk, creative discussion, creative options) and formative and summative assessments, allowing our students to become more **reflective**. We **adapt** lessons through lesson preparation and **intentionally monitor** them.

Sequencing: **3x pillars** in the musical activities of **performing, composing, and listening/appraising** lead to **'musical understanding.'**



Keyboards and Guitars are **revisited** throughout KS3, with both **repetitive key content** (technical knowledge e.g. TAB notation or Geography of the Keyboard) and gradual introduction of new ideas, methods and concepts e.g. more advanced technical requirements or newly introduced compositional technique e.g. tonality (high quality music education.)

How are increasing access for disabled pupils and supporting pupils with special educational needs (SEND).

SEND & DA: Our approach is that **EVERY** student has the same access to the curriculum. In order to do this, teachers adhere to the **Ordinarily Available** provision of high-quality teaching and understanding individual student's needs. During a lesson a teacher will:

- Ensure that the lesson is **adapted** to meet needs and strengths reflected on student passports (focusing on difficult concepts, misconceptions and vocabulary within medium term plans).
- Plan for any further **adaptations** (different to the resources used for the majority of students) needed to support SEND students and lower ability/other students.
- Review any **written resources** and their accessibility referencing reading ages and the use of the text e.g. providing a *student friendly definition, word within the context of a sentence*.
- Ensure that SEND students are **checked early on in the monitoring pathway** to ensure that they have understood the task.
- Checking in with SEND students at 2-3 additional points within the lesson to check progress with task. Provide live marking / verbal feedback. If students are struggling, the teacher may consider breaking down the task even further.

Improvements: can be seen in lessons, there is more **engagement** in lessons as students can now **access** the **curriculum** more easily, more **dialogue** in the classroom is starting to develop with Turn & Talk factored into **lesson preparation**, books look more consistent in quality and quantity.

Opportunities pupils have to learn to sing or play an instrument during lesson time

Current medium term plans focus on instruments of keyboard, guitar, general percussion and Samba drumming. The majority of our lessons are practical. **Learning to Sing** – The disproportionate impact of the pandemic on progress and **resilience** of students has been reflected in low motivation levels of students in regards to the voice as an instrument.

The voice as an instrument is modelled wherever possible by staff, and students are encouraged to take part where they feel confident (*Space for exploration, inconsistency, and independence*). A weekly choir has been established and students have performed as part of Music Service Concerts, assembly celebrations, School Concerts and part of the ALTP Conference. All year 7s have taken part in **The Big Sing** event at Symphony Hall.

To encourage singing in the academic years 2024-2025, we intend to aim to sing every KS3 lesson that is taught by a specialist, to develop a love of singing. We also intend to supplement the visiting vocal specialist session with a fortnightly 'in-house' session.

Extra-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles, and bands, and how pupils can make progress in music beyond the core curriculum.

What music tuition does your school offers outside of what is taught in lesson time, including one-to-one, small-group and large-group tuition for instruments or voice (include what instruments are offered, charging and remissions information, and if the tuition is subsidised or free for certain students.

Our school offers a range of peripatetic music lessons as provided by Birmingham Music Service. Lessons are delivered to pairs based upon a 20 min lesson. To encourage take up and retention, some instruments have been taught with more of a 'whole-class' approach (clarinet and flutes.)

We offer:

Brass	1h
Upper Strings	1h
Woodwind	2h 40m
Drum Kit	1h 40m
Guitar	2h
Bass Guitar	30mins
Dhol	30mins
Voice	1h
Keyboard	2
Steel Pans	1

Birmingham Music Service charge £52 per hour. We charge:

£88.50 – Paying students per year

£70.80 – GCSE students per year

Lessons are free to PP students, subsidised by School funds.

What ensembles can pupils join outside of what is taught in lesson time, such as choirs or vocal ensembles, as well as instrumental ensembles, bands and groups, and other forms of music-making.

Ambition & Extracurricular: We support our students to increase their ambitions with extra-curricular sessions and open practice sessions for students at lunch and breaktime. These sessions support **tacit** knowledge and encourage the pillar of **Expression** through **Musical Creativity** - *Space for exploration, inconsistency and independence*. The Department offers a weekly School Band for all musicians and a weekly School Choir. We offer several in-house performance opportunities during the year, plus



additional opportunities linked to Seasonal projects (Carol Singing) and external events (Performances at ALTP Conference.)

Students are also encouraged to take part in Music Service ensembles as well as one-off events (e.g. Rock and Pop Day)

How can pupils make progress in music outside of lesson time, including instrument loans, weekend, after-school or holiday provision such as Saturday music centres, and any qualifications or awards pupils can achieve.

- Music Centers – Music Service Ensembles
- ABRSM Grades and Music Medals are supported by the Music Service and the School.

What partnerships does your school have to support music, in your school, such as with your local music hub or other music education organisations?

- Birmingham Music Service
- Ex-Cathedra (ie: Sing Up, Choir Maker)
- THSH – KS3 CBSO Concert at Symphony Hall

Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

What musical experiences are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.

- Two large formal Celebrations a year (Christmas and Summer)
- KS4 Performances (Spring Term)
- Performances at Celebrate Success Assemblies
- Year 7 annual visit to Symphony Hall for KS3 CBSO Concert

For musical performances, concerts and shows in and out of schools, how many pupils get involved and from which year groups? Are participating or are they members of the audience?



- General concerts approximately 70 students from across all year groups.
- KS4 tends to lean towards students taking Music as an examination course, but is not restricted to them.
- Student audience is again drawn from across the entire school. Numbers vary.

Key areas of strengths

What does your department do really well (name up to three things that you would be happy to share with other departments?)

- Historically examination results – preparation for GCSE performances, particularly students with no or little experience with an instrument/voice
- Organisation/logistics of large events, also drawing in other departments (Drama/Art)
- Material for non-specialist staff delivery

In the future: key areas for development

This is about what your department needs to develop in subsequent years.

What other organisations can you link with to support with this eg. your local music hub, other local music education organisations; other music departments and contacts.

- Confident use of Mac computers for GCSE Compositions
- Specially dedicated Garage Band medium term plan. Competent use of iPads as a tool for musical development
- Increase of vocal work across KS3